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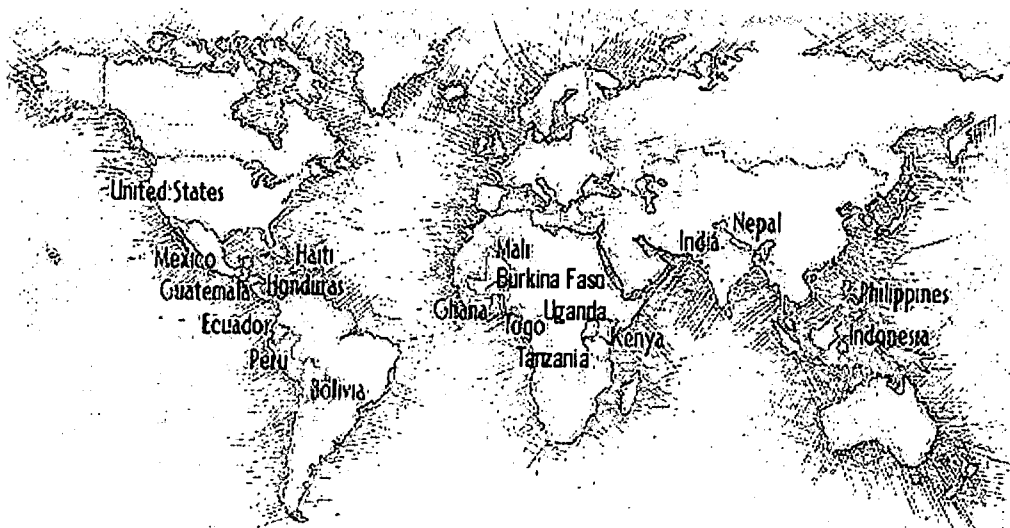
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ABSTRACT

This collection of lesson plans focuses on the geography and culture of several Asian countries and is intended to be used with students in grades 6-12. Lessons in the collection are: (1) "Keeping the Faith: Comparison of Major Religious Cultures in India, Indonesia, and Vietnam" (Glenda Sullivan); (2) "Namaste, Menyapa, Chao, Bon Jour, Hello! Languages of Southern Asia" (Patricia M. Anduss) (includes Handout 1: Language Comparison Chart: India, Indonesia, and Vietnam; Handout 2: Language in Southern Asia; and Handout 3: Language Regions of Southern Asia: Instructions for Map); (3) "Monsoons! Umbrella, Anyone? Understanding the Impact of Weather Conditions on People's Lives" (Marilyn Kesler); and (4) "My World, Your World: Understanding Basic Economic Activities" (Bob Ehrle) (includes Handout 1: World Map; Handout 2: Economic Information Chart; and Handout 3: Questions for Economic Activities). Two maps are attached. Each lesson in the collection identifies appropriate disciplines; provides an introduction or purpose/rationale; suggests time allotment; notes resources needed; gives a detailed procedure for classroom implementation; addresses assessment; and offers activities for extension and enrichment. (BT)

World Neighbors

Asia Curriculum



World Neighbors

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World Neighbors'

Asia Curriculum

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Monsoons! Umbrella, Anyone?

My World, Your World

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Maps

World Map

Map of Asia and the South Pacific: Political

Keeping the Faith
Comparison of Major Religious Cultures in
India, Indonesia, and Vietnam
Prepared by Glenda Sullivan

Oklahoma Curriculum Skills (PASS):

World Geography (grades 6-12)

- III.B.** Analyze demographic and cultural characteristics of the major regions.
- V.A.** Identify and draw conclusions from different kinds of maps, charts, graphs, or pictorial materials based on geographical data.

Introduction – Purpose/Rationale:

Students will compare and contrast the customs and beliefs of the religions of India, Indonesia, and Vietnam to develop an understanding of how the different religions influence the way of life and development of the countries.

Objectives:

Formulated from the *National Geography Standards*

Essential Elements: Human Systems, Places and Regions

Students will be able to:

1. Describe and explain the characteristics, distribution, and complexity of earth's cultural mosaics, by creating a collage of pictures from India, Indonesia, and Vietnam illustrating the influences of the major religious cultures (Standard 10).
2. Identify and describe the distinctive cultural landscapes, specifically the landscape features and religious cultural patterns of India, Indonesia, and Vietnam (Standard 10).
3. Use field observation, maps, and other tools to identify and compare the human characteristics of places (Standard 4).
4. Identify the criteria used to define a region, and suggest criteria that identify the central focus of a region.

Time Allotment: Seven to ten days

Resources Needed:

- Any resource materials available to the student: atlases, almanacs, books on world cultures and religions, encyclopedia, Internet, National Geographic magazines, computer-based library such as Intro Trak
- Poster board, butcher paper, paper, pencils, and markers

Procedure:

Part A:

1. Divide class into three groups. Assign each group one of the following categories:

- India/Hindu
- Indonesia/Islam
- Vietnam/Buddhism

Each group should do research to find information on the basic beliefs of the predominant religion for their country. Once they have gathered this information, they should begin researching how these beliefs influence all aspects of life based on the *Five Themes of Geography*. Information should be charted on butcher paper.

LOCATION:

- Have each group determine the latitude/longitude range for their country.
- Have students locate the three countries on a world map.
- Students should ascertain the location of each country relative to the others.
- Students must determine if the countries are in different climate zones or have different physical features.
- Each group should create a thematic map of the religions within their country. (This will illustrate the predominant religion.)

PLACE:

- How have the religious beliefs influenced the foods that are eaten by followers?
- Are there specific foods that are not eaten?
- Does what followers eat affect farming patterns?

- How do religious customs and beliefs determine family values?
- How do religious customs and beliefs influence how followers dress?
- Does the religion influence the language or dialect spoken?
- What religious holidays or festivals are there?
- How has the religion influenced the literature, art, music, and dance of each country?
- In what ways have religious customs and beliefs influenced the laws of the nation?
- Do the religious beliefs and rituals have an effect on medical care?
- Has religion guided education practices?
- What architectural forms or movements developed from religious beliefs?

HUMAN/ENVIRONMENTAL INTERACTION:

- What natural resources of the area are used in churches and homes?
- How do religious practices sway the way people make a living?
- What influence does religion have on settlement patterns?
- Are equal human rights affected by religious customs?
- Do the religious customs dictate different roles of women in society?

MOVEMENT:

- Did the predominant religion of your country originate in another country?
- If so, where did it originate and when did it spread to your country of study?
- Has the religion spread from your country to neighboring countries?
- How has the predominant religion been influenced by other philosophies or religions that have migrated to the area?
- Have some religions blended with other religions to form new values and beliefs?
- Is there evidence that the technology movement is slowly changing society, or are the social and religious

institutions so resilient that they are ignoring or throwing off all technological advancements?

REGION:

- Have students look at the religions thematic map they created to determine religious culture regions.
- Does the major religion create a predominant religious cultural region, or is there sufficient religious variety to create distinct religious regions within the country?
- Do the religious customs and beliefs have an influence on the economic regions within the country?
- Can sub-regions be identified by the languages spoken?

Part B:

1. Have each group create a cultural collage poster for their assigned country by collecting pictures, slogans, article titles, and headlines, that reflect the major religious influences of that country.
2. Using an atlas, have each group select a city in the country they researched. Then have each of the three groups compile the front page of a newspaper for the city they each selected. The name of the newspaper should reflect the major religion for that region. Each article should address an aspect of the lifestyle such as the food eaten, dress, social life, language, holiday celebrations, festivals, architecture, etc.
3. Have each group set up a display consisting of their charts, thematic maps on religion, cultural collages, newspaper front pages, and any available items they have garnered from their assigned culture.
4. Have each group make an oral presentation using the information on their display.
5. After each group presents, conduct a class discussion comparing and contrasting the major religious cultures of India, Indonesia, and Vietnam.

Assessment:

1. Working as partners, have two students from different groups make a Venn diagram comparing and contrasting the two religious cultures they have researched.

2. Based on what they have learned from the unit of study, have each student write a paragraph predicting whether or not the religious culture in the country they researched will change in the next ten years due to such influences as the intervention of modern technology and Western cultures. They should give reasons to support their predictions.

Extension and Enrichment:

1. Using the Internet, students should explore the spread of Hinduism, Buddhism, and Islamic religions throughout the United States and specifically in Oklahoma.
2. Have the students work in groups to construct a time line for the introduction and growth of each of the three religions in the United States.

Namaste, Menyapa, Chao, Bon Jour, Hello!

Languages of Southern Asia

Prepared by Patricia M. Anduss

PASS:

World Geography (grades 6-8)

III.B. Analyze demographic and cultural characteristics of the major regions.

IV.C. Recognize ethnic diversity within political units and major cultural regions.

V.A. Identify and draw conclusions from different kinds of maps, charts, graphs, or pictorial materials based on geographical data.

VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

Subjects: geography, global studies

Introduction - Purpose/Rationale:

In this lesson students will look at the languages and literacy of India, Indonesia, and Vietnam. Students will use a variety of resources and skills.

Objectives:

Formulated from *The National Geography Standards*

Essential Elements: Places and Regions, and Human Systems

Students will be able to:

1. Map linguistic regions of Asia (Standards 4 and 10).
2. Identify colonization patterns in Asia (Standard 12).
3. Understand the advantages of literacy (Standard 13).

Time Allotment:

Two to three class periods

Resources needed:

- Any resource materials available to the student: atlases, almanacs, Internet, World Neighbors articles, etc.
- A copy of the Language Comparison Chart (Handout 1) for each student
- A copy of Language in Southern Asia (Handout 2) for each student
- A copy of the Language Regions of Southern Asia map (Handout 3) for each student
- Colored pencils or markers

Procedures:

1. (Introduction)
 - Greet students with “Namaste, Menyapa, Chao, Bon Jour, Hello!”
 - Have students brainstorm the identity of these languages and the region of the world that would include each. (answers: Hindi, Indonesian, Vietnamese, French, English; southern Asia)
 - Poll students to find out who speaks another language or knows someone who does.
 - Write languages on the board.
 - Discuss how these other languages were learned.
2. Have students complete the Language Comparison Chart (Handout 1) using almanacs and other reference materials. Use languages written on the board as examples of secondary languages in the USA. Discuss results.
3. Using information from the Language Comparison Chart (Handout 1) students are to answer the questions on Handout 2. This may be done as a class discussion or in written form.
4. After discussing the issues raised on Handout 2, instruct students to map the language regions of Southern Asia on Handout 3. Instructions are on the map, but students may need to be reminded to fill in the map key. Discuss the two questions on Handout 3 after allowing time for students to formulate answers.

Assessment:

1. Compare and contrast the different levels of prosperity in the USA and either India, Indonesia, or Vietnam.
 - What conclusions can you draw?
 - What is the relationship between prosperity and literacy?
 - How is the student's way of life affected by his/her nation's prosperity?
2. Develop a poster illustrating the nations' literacy, language, and prosperity.

Handout 1

Name _____

Language Comparison Chart India, Indonesia, Vietnam

Country	Languages	Literacy Rate		
		Total	Male	Female
India				
Indonesia				
Vietnam				
USA	No official language. English predominates Other languages include Spanish, and Chinese.			

Name _____

Language in Southern Asia

Handout #2

Define the following terms:

common language

Official language

GDP per capita

literacy rate

1. Give some advantage of having an official language.
2. What are some of the problems that a person who does not speak the official language might encounter?
3. Many poor families in Southern Asia cannot afford to send all of their children to school. What information from the chart supports this statement?
4. Of the four countries on our chart, the USA has the highest GDP per capita. The other GDPs per capita are as follows: India - \$1,360, Indonesia - \$3,090, Vietnam - \$1,140.

GDP per capita appears to have a correlation with which other statistic from the chart? Explain how these two categories might affect each other.

Handout 3

Name _____

Language Regions of Southern Asia

Instructions

1. Obtain a map of Asia.
2. Label India, Indonesia, and Vietnam. Color accordingly using information from your chart.
3. Color the following area accordingly.

China...Chinese

4. Label the:
Indian Ocean
South China Sea
Pacific Ocean

What are the advantages and disadvantages of a nation having a different language than its neighbors?

European languages, such as Dutch, English, and French, are often secondary languages in southern Asian nations. What would explain this fact?

Monsoons! Umbrella, Anyone?
Understanding the impact of weather conditions on people's lives
Prepared by Marilyn Kesler

Oklahoma Curriculum Skills (PASS):

World Geography (Grades 6 – 12)

- I.B. Identify various biomes (the community of plants and animals that live in a particular climate) of the world.
- I.C. Determine the major weather phenomena of the world and the effect of latitude, elevation, prevailing wind, and proximity to bodies of water on climate.
- III.C. Compare and contrast the ways of living in developed and developing countries relative to economic, political, and technological systems.
- V.A. Identify and draw conclusions from different kinds of maps, charts, graphs, or pictorial materials based on geographical data.
- VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems.

INTRODUCTION – PUPOSE/RATIONALE:

Students will learn about the effects of the monsoon season on the various land use areas of India, Vietnam, and Indonesia. By interpreting the information gathered, students will learn the importance of good land management.

OBJECTIVES:

Formulated from the *National Geography Standards*

Essential Elements: Environment and Society

Students will be able to:

1. Show how human actions change the physical environment (Standard 14).
2. Identify and describe the land use patterns of India, Vietnam, and Indonesia (Standard 15).
3. Come to conclusions about environmental problems, suggesting and explaining potential solutions (Standard 16).

TIME ALLOTMENT: Three to seven days, some homework included.

RESOURCES NEEDED:

- Any resource material available to the student: World Neighbor articles, encyclopedia, atlases, almanacs, National Geographic magazines, Internet
- White drawing paper, colored pencils, rulers
- Reproduced maps of southern and Southeast Asia or individual maps of each country [<http://www.eduplace.com>]

PROCEDURES:

Formulated from the *Five Themes of Geography*

LOCATION:

1. On the region map; draw in the equator, Tropic of Cancer, and Tropic of Capricorn. Draw in two to four appropriate lines of longitude.
2. Label the water bodies in the region.
3. Shade in and label each country
4. If using a single country map, draw appropriate latitude and longitude lines.

PLACE:

1. From information gathered in thematic maps, ask students to draw conclusions about ocean currents and wind direction.
Where is the most precipitation?
Where is the greatest population?
How is the land used?
What physical features are dominant?
2. Discuss how countries are alike and different.
What features contribute to similarities and differences?
3. Divide students into three groups. Make a thematic atlas to include the following: physical features, ocean currents, land use, vegetation, climate, and graphs on precipitation and temperature.

HUMAN/ENVIRONMENTAL INTERACTION:

1. After making atlases, each group should explain the effects of the monsoon season on each country.
2. Discuss how the monsoon season and the slash and burn practices affect the land and people.

3. Draw conclusions. Have students suggest and explain solutions to these problems.
4. Illustrate problems with new videos, pictures, slides, and newspaper clippings.
5. Summarize effects of winds, currents, and weather phenomena on land and people.

MOVEMENT:

1. Research how rivers are important to India and Vietnam.
Does Indonesia have the same type of water system?
What occurs at the mouths of the large rivers?
How do these changes affect people?

REGIONS:

1. Review the concept of region.
2. Compare this to areas of the United States. Discuss similarities and differences.
3. Is there any monsoon season in the United States? If so, where?

ASSESSMENT:

1. Students will exchange atlases. Using information gathered, class discussions, group presentation, and notes, students will write a conclusive paragraph on a country other than the one researched.
2. Students will make individual and group presentations. Students will be given a rubric to help with completion.
3. Students will be given a quiz over notes taken during class discussion.

EXTENSION AND ENRICHMENT:

1. Choose one of the major rivers of India. Travel from its source to its mouth. Keep a journal, telling about the changes along the route.
2. Make a collage of different types of terrace farming.
3. Discuss the meaning of intensive farming. Where is it found in these three countries? Where else in the world is it used?
4. Research how the planting of rice is dependent on the monsoon season.
5. Research the fires of 1998 in Indonesia, finding the cause and effect on the land and people.

TEACHERS RESOURCE LIST:

Eberhardt, Karen, "Vietnam Program Pushing Onward," *Neighbors*, Summer, 1997, pp. 14-15

Gumaste, Dr. Subhash, "Living in the Drylands," *Neighbors*, Fall, 1997, pp. 14-25

Editors, "Vietnam Program Taking Root," *Neighbors*, Spring, 1997, p. 6

Map website: <http://www.eduplace.com>

World Neighbors website: <http://www.wn.org>

My World, Your World

Understanding Basic Economic Activities

Prepared by Bob Ehrle

Oklahoma Curriculum Skills (PASS):

Economics (grades 9-12)

- II. Describe the results of economic choices using economic situations involved in everyday life and illustrate a citizen's role in society as both a producer and consumer.
- IV. Describe major features of the modified market economy.

World Geography (grades 6-8)

- III.C. Compare and contrast the ways of living in developed and developing countries relative to economic, political, and technological systems.
- IV.A. Identify the major natural resources that support industrial societies and describe their world distribution, international trade patterns, and future availability.
- V.A. Identify and draw conclusions from different kinds of maps, charts, graphs, or pictorial materials based on geographical data.
- VI. Read and interpret geographic information, using a variety of sources, and evaluate different solutions to geographic problems

Introduction - Purpose/Rationale:

Students will discover the theories of import, export, and national economy and how these ideas and policies impact regional, global, and local environments.

Objectives:

Formulated from the *National Geography Standards*

Essential Elements: Human Systems, Environment and Society.

Students will be able to:

1. Research for information related to import, export, and national economy (Standard 11).

2. Develop charts showing the relationship of these economic factors in regional and global situations (Standard 12).
3. Draw conclusions regarding effects of national policies on local economies (Standard 16).

Time Allotment: This lesson is designed for two class periods or one block period.

Resources Needed:

- *Paper and pencil
- *World almanacs (Either a class set or fewer if students work cooperatively)
- *World Factbook
- *Colored pencils/markers
- *Handouts 1, 2, and 3

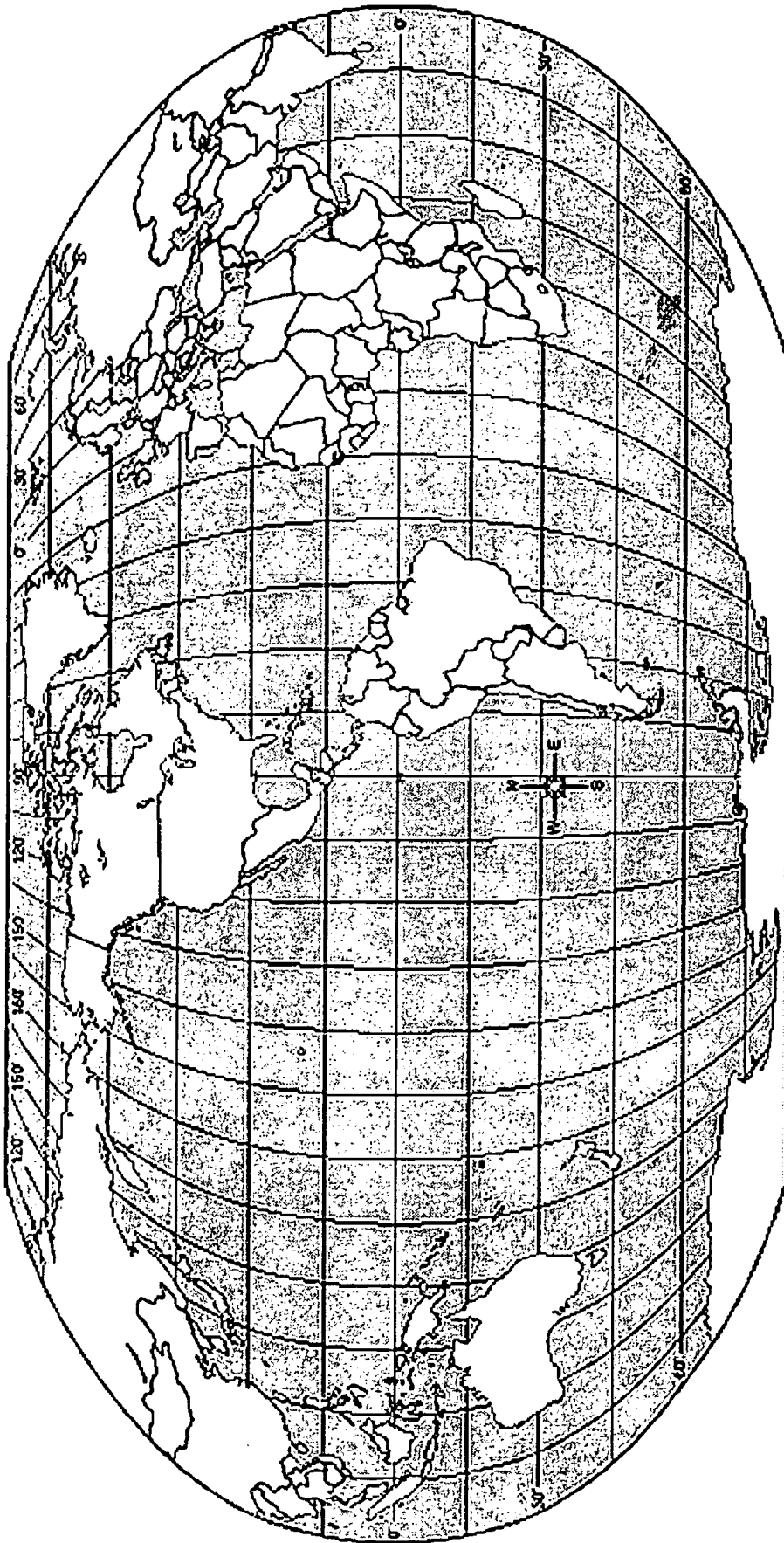
Procedures:

Formulated around the *Five Themes of Geography*

1. Ask students to pair off and read the clothing labels found on each other's shirts.
2. Have students call out the countries they have found on the labels and write that information on the board or overhead.
3. Distribute a blank world map (Handout #1) to all students and have them mark each country written on the board or overhead.
4. Distribute a chart (handout #2) and an almanac and World Neighbors Fact Sheet to each student (or group if being done cooperatively).
5. Have students use the resource material to complete the charts in Handout #2.
6. Once students have finished Handout #2, have them mark on their world maps the trading partners of each country (they should use colored pencils/markers to make the lines from country to country).

Assessment: Distribute Handout #3 and have students answer the questions. Questions can be graded by teacher or as a group.

Extension and Enrichment: Have students pick a category of household goods (food, clothing, electronics, etc.) and create a graph showing the number of items that came from which states or foreign countries.



Handout 1

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World Neighbors in the Classroom

My World, Your World

Asia

Handout #2

Using the almanac or World Neighbors Fact sheets complete the charts below by filling in the missing information.

IMPORTS

Country	Food	Raw Materials	Finished Products	Leading Trade Partners
United States	fruit/vegetable			
India		crude oil		
Indonesia			petroleum products	
Vietnam				Singapore

EXPORTS

Country	Food	Raw Materials	Finished Products	Leading Trade Partners
United States				Canada
India			clothing	
Indonesia		crude oil		
Vietnam	rice			

ECONOMIC INDICATORS

Country	GNP/GDP	Per Capita Income	Literacy Rate	Nation's Main Occupation
United States			97%	
India		\$1500		
Indonesia	\$710.9B			
Vietnam				agriculture

World Neighbors in the Classroom
My World, Your World
Asia
Handout #3

In the space provided, answer the following questions:

1. Looking at the world map, make a graph showing the number of shirts in your class by continent of production.

2. Based on the information on the import chart, what is the most imported a. finished product and b.) raw material?
 - a)

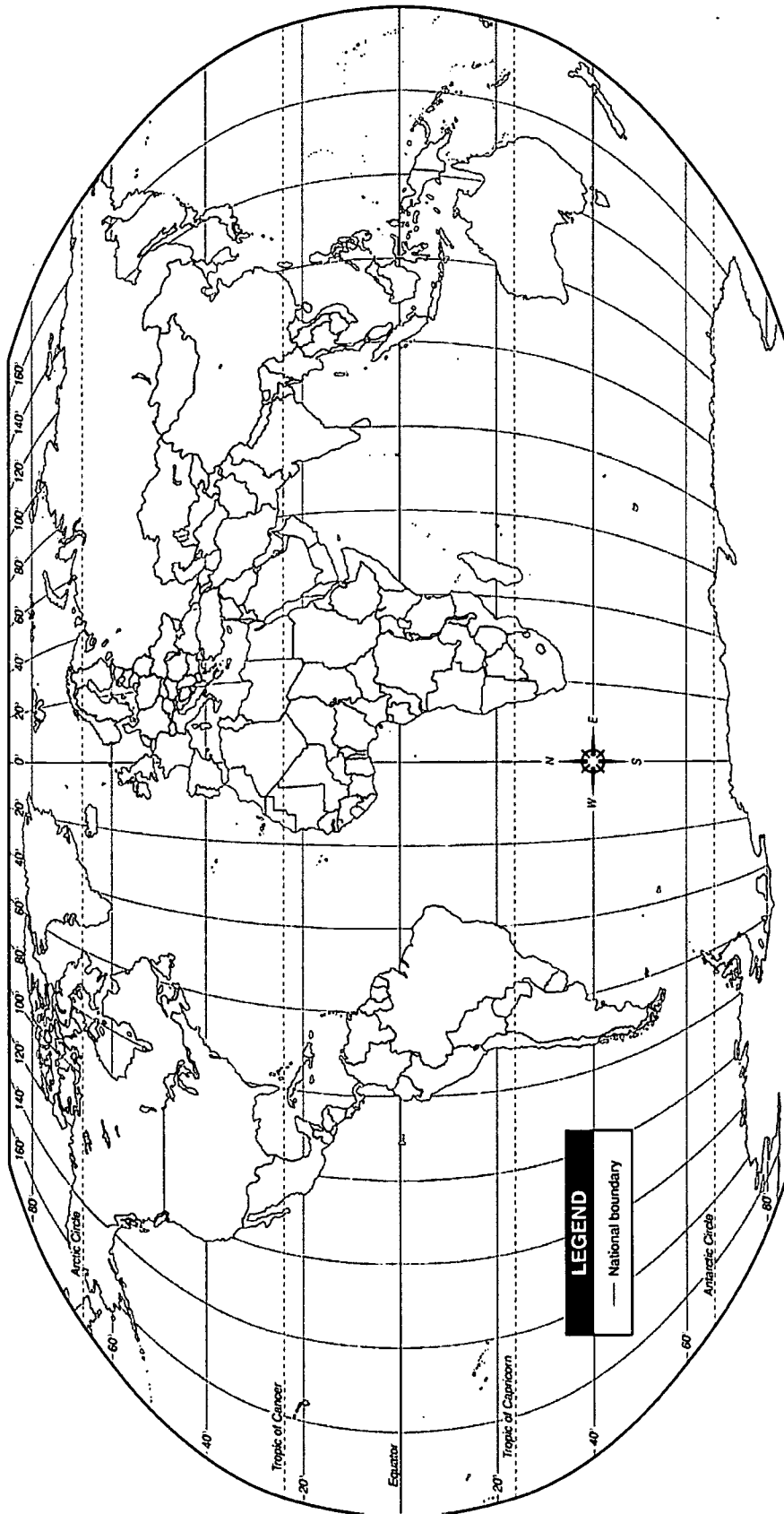
 - b)

3. What correlation is there between the leading import and leading export of Vietnam?

4. What geographic feature of Indonesia would explain its principal export?

5. Explain why the United States has only 2.5% of its work force employed in agriculture and yet still exports food.

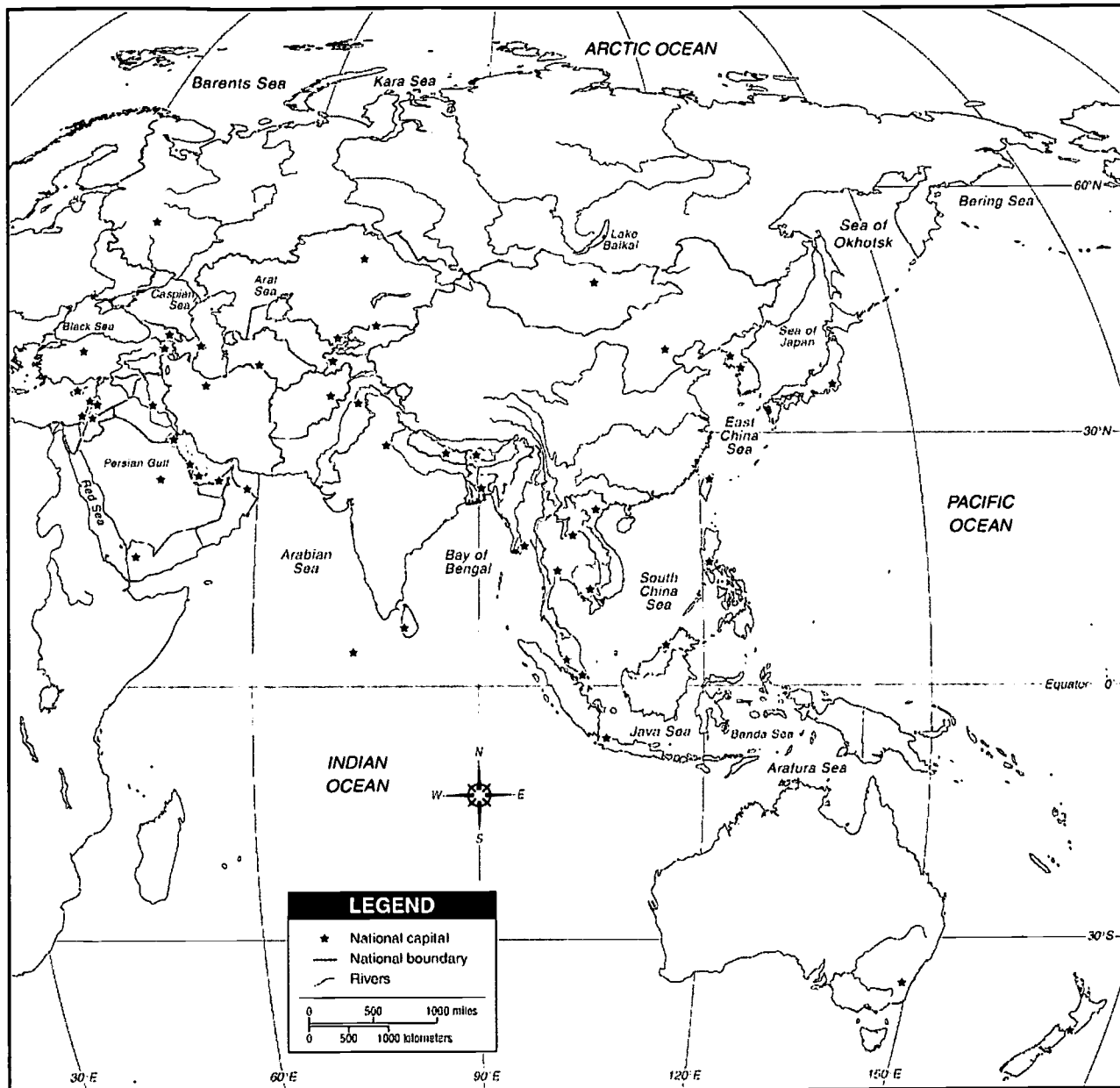
World: Countries



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Asia and the South Pacific: Political



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